

УДК 658.3:005.96:336.71

JEL Classification: D83, G53, I25, M12, M53

DOI: <https://doi.org/10.20535/2307-5651.35.2025.352385>**Shcherbak Valeriia**

Doctor of Economic Sciences, Professor

ORCID ID: 0000-0002-7918-6033

Sumy National Agrarian University

Yatsenko Valentyna

Doctor of Economic Sciences, Professor

(corresponding author)

ORCID ID: 0000-0002-4494-0286

Simon Kuznets Kharkiv National University of Economics

MANAGEMENT OF BUSINESS COMMUNICATION AND CONFLICT SITUATIONS IN THE PROCESS OF IMPROVING FINANCIAL LITERACY OF PERSONNEL

This article examines the critical role of business communication and conflict management in the successful implementation of financial literacy programs for personnel. The study reveals a strong positive correlation between the perceived effectiveness of internal communication channels and the final level of financial knowledge acquisition among employees. Typical conflicts arising during training are analyzed, with their primary causes being disparities in prior knowledge, resistance to change, and unclear communication. The research demonstrates that integrative conflict resolution methods, such as negotiation and mediation, are the most effective in the long term, as they resolve disputes while building trust and improving team communication. An integrated model is proposed, illustrating that sustainable success requires the synchronized management of three core processes: communication, conflict resolution, and financial education, all coordinated by a central change management function. The findings provide organizations with practical recommendations for optimizing communication infrastructure, implementing flexible conflict resolution mechanisms, and developing a holistic personnel development strategy, ultimately enhancing the organization's financial resilience and adaptability.

Keywords: financial literacy, business communication, conflict management, personnel development, change management.

Щербак В. Г.

Сумський національний аграрний університет

Яценко В. В.

Харківський національний економічний університет

імені Семена Кузнеця

МЕНЕДЖМЕНТ ДІЛОВОЇ КОМУНІКАЦІЇ ТА КОНФЛІКТНИХ СИТУАЦІЙ У ПРОЦЕСІ ПІДВИЩЕННЯ ФІНАНСОВОЇ ГРАМОТНОСТІ ПЕРСОНАЛУ

У статті представлено теоретико-методичний підхід до оцінки ефективності бізнесу в контексті забезпечення фінансової безпеки підприємства, що зумовлено зростанням ризиків, волатильністю зовнішнього середовища та необхідністю переходу від реактивного до проактивного управління. На основі систематизації сучасних наукових досліджень і результатів критичного аналізу існуючих методик запропоновано інтегровану модель, яка поєднує багатоврівневий моніторинг показників, аналітичну діагностику, прогнозування та прийняття управлінських рішень у єдиному циклі. Запропонована трирівнева система індикаторів охоплює стратегічні, тактичні та процесні параметри, що забезпечує комплексне бачення стану бізнес-моделі, фінансової стійкості та операційної діяльності. Особлива увага приділена використанню інноваційних інструментів діагностики, зокрема моделей машинного навчання для виявлення аномалій і побудови систем раннього попередження, а також сценарному прогнозуванню для оцінювання можливих варіантів розвитку подій. Розроблено покроковий алгоритм впровадження інтегрованої системи, який включає аудит існуючих КРІ, формалізацію процесів збирання даних, створення аналітичного ядра та інтеграцію результатів у процедури корпоративного управління. Такий підхід дає змогу мінімізувати часовий розрив між виникненням ризикових ситуацій та управлінською реакцією, підвищити адаптивність підприємства та забезпечити стійкість бізнес-моделі до зовнішніх загроз. У дослідженні також визначено ключові обмеження застосування інтегрованої системи фінансової безпеки, серед яких – вимоги до цифрової зрілості підприємства, якості даних та доступності аналітичних технологій. Для малих і середніх підприємств обґрунтовано доцільність поетапного впровадження із фокусом на найбільш критичних індикаторах. Результати роботи мають практичну значущість для підвищення ефективності управління ризиками та формування довгострокової фінансової стійкості підприємств в умовах невизначеності та цифрової трансформації.

Ключові слова: фінансова грамотність, ділова комунікація, управління конфліктами, розвиток персоналу, управління змінами.

Problem statement. The modern business environment is characterized by dynamic organizational changes, increasing informational complexity, and rising requirements for employee competencies. Under these conditions, financial literacy has become a critical component of human capital development, directly influencing the quality of decision-making, personal financial stability, and overall organizational effectiveness. However, efforts to improve financial literacy within organizations often face significant challenges related to ineffective business communication, lack of structured internal dialogue, and the presence of unresolved or poorly managed conflict situations. Many organizations implement training programs aimed at enhancing employees' financial knowledge, yet the outcomes frequently remain limited due to communication barriers between management and staff, insufficient feedback mechanisms, and misunderstandings stemming from diverse levels of prior financial experience. Moreover, the introduction of financial education initiatives can itself become a source of tension, generating resistance to change, misinterpretation of objectives, or disagreement regarding the distribution of responsibilities and resources. Conflict situations that arise in this context may undermine trust, reduce motivation, and hinder the assimilation of new knowledge. Thus, the key problem lies not only in the need to develop employees' financial literacy but also in the necessity to ensure effective management of business communication and conflict resolution processes throughout this development. Without a coherent communication strategy and adequate conflict management tools, organizations risk reducing the efficiency of educational initiatives and weakening internal cohesion. Addressing these challenges requires a deeper understanding of how communication practices, organizational behavior, and conflict management approaches interact with financial literacy programs to create conditions conducive to successful personnel development.

Analysis of recent research and publications. Recent studies highlight the growing importance of financial literacy as a key component of human capital development. A comprehensive review conducted by K. Goyal and S. Kumar demonstrates that financial literacy significantly affects individuals' financial behavior and long-term economic well-being, emphasizing the need for systematic educational initiatives within organizations [1]. International evidence provided by the OECD confirms persistent gaps in financial knowledge among adults and stresses the necessity of structured programs aimed at improving financial competencies in various socio-economic environments [3]. These findings support the argument that organizations must develop targeted strategies to enhance financial awareness among employees.

Research on business communication and organizational behavior further illustrates how internal communication practices influence the effectiveness of such educational initiatives. J. S. O'Rourke emphasizes the strategic role of management communication in shaping employee understanding, engagement, and readiness for change, noting that clear messaging and consistent feedback are essential for successful organizational learning processes [2]. S. P. Robbins and T. A. Judge reinforce this perspective by demonstrating how communication

channels, leadership styles, and organizational culture affect employee behavior and outcomes, including their response to training and professional development programs [4]. In addition, D. A. Whetten and K. S. Cameron argue that the development of managerial skills, particularly those related to communication and interpersonal interaction, is critical for preventing misunderstandings and supporting constructive dialogue in the workplace [5].

A number of recent Ukrainian studies also contribute to the theoretical and practical understanding of financial literacy and communication management. M. Heienko, L. Rybina, and T. Huzenko examine how financial literacy supports the professional development of employees in educational institutions and highlight its connection with intellectual capacity building [6]. V. V. Lavreniuk and A. V. Lavreniuk analyze international best practices for improving financial literacy and propose mechanisms that can be adapted to Ukrainian realities [7]. L. O. Ptaschenko and D. V. Kolinchuk explore the impact of fintech development on financial literacy levels, underscoring the need for continuous updating of knowledge among employees in a rapidly changing financial environment [9].

The issue of conflict management within organizations is also actively addressed in recent scholarly works. O. Leonov and T. Leonova identify effective approaches to managing conflicts as an integral part of organizational governance, stressing that unmanaged conflicts can undermine communication, reduce productivity, and hinder educational processes [8]. E. Ruddnichenko, N. Havlovska, J. Zheminskiy, and T. Katkova provide further evidence that communication plays a crucial role in conflict resolution, suggesting that transparent and timely interaction can mitigate tensions and support cooperation among employees [10]. Taken together, these studies demonstrate that the effectiveness of financial literacy initiatives is closely linked to the quality of internal communication and the ability of managers to prevent and resolve conflicts within the organizational environment.

Formulating the purposes of the article. The primary goal of this article is to examine the role of business communication and conflict management in enhancing the financial literacy of organizational personnel. The study aims to identify how effective communication practices contribute to the successful implementation of financial education initiatives and to determine the ways in which unresolved or improperly managed conflicts can hinder the development of employees' financial competencies. Another objective is to analyze existing theoretical and practical approaches to communication management and conflict resolution that support organizational learning processes. The article also seeks to develop recommendations for improving internal communication systems and conflict management mechanisms in order to create favorable conditions for strengthening the financial literacy of employees.

Research methods. This study is based on a combination of general scientific and applied research methods aimed at comprehensively examining the relationship between business communication, conflict management, and the development of financial literacy among personnel. The methodological approach includes the use of analysis and synthesis for reviewing theoretical concepts and identifying key determinants that influence communication effectiveness and conflict dynamics within

organizations. The method of comparative analysis is applied to evaluate existing financial literacy models and communication strategies presented in contemporary academic literature. Inductive and deductive reasoning is employed to establish logical connections between communication practices, conflict resolution approaches, and the outcomes of financial education initiatives.

The research also relies on the method of systematization to structure findings from previous studies and to develop an integrated understanding of the factors that support or hinder financial literacy development in organizational settings. Additionally, a qualitative content analysis of recent scientific publications is conducted to identify relevant trends, challenges, and best practices in the fields of organizational communication and financial literacy. This combination of methods enables a comprehensive examination of the research problem and supports the formulation of practical recommendations for improving communication and conflict management processes within organizations.

Presentation of the main research material. In the course of the study, an analysis of the financial literacy level of employees was conducted, including the assessment of three main diagnostic indicators: the level of theoretical knowledge, the development of practical financial skills, and the expression of financial-behavioral attitudes. The selection of financial literacy components and diagnostic indicators is consistent with the approaches proposed by the OECD [3] and further developed in contemporary studies on financial behavior and personnel development (K. Goyal & S. Kumar [1]; M. Heienko, L. Rybina, and T. Huzenko [6]). The diagnostics allowed determining the degree of personnel readiness to perceive financial information, the ability to apply it in work and everyday situations, as well as the resilience of employees to external financial risks. To obtain a more accurate understanding of the financial literacy level, a comparison of results between different groups of employees was carried out. Three categories of employees were identified: administrative staff, sales department specialists, and entry-level employees. Each group demonstrates differences in the structure of financial competencies, which allows determining directions for further training and adjustment of educational programs (Table 1).

In the course of the study, an assessment of the effectiveness of internal business communication channels

used in the organization was conducted. Special attention was paid to such parameters as information transmission intensity, transparency of communication processes, and accuracy of message interpretation by employees. The evaluation criteria for internal communication effectiveness are based on established concepts of management communication and organizational behavior, which emphasize intensity, transparency, and accuracy of information exchange as key determinants of employee engagement and learning outcomes (J. S. O'Rourke [2]; S. P. Robbins and T. A. Judge [4]). The analysis showed that different communication channels possess varying degrees of effectiveness and are perceived differently by employees, which affects the quality of intra-organizational interaction. Additionally, key communication barriers hindering the free and correct exchange of information were identified. The most significant ones include information overload, untimely provision of data, lack of feedback, and insufficient digital competence of individual employees. The presence of such barriers reduces the effectiveness of business interaction and can contribute to the emergence of conflict situations within the team (Table 2). Similar communication barriers and their impact on organizational learning and conflict emergence are widely discussed in the literature on organizational behavior and conflict management (D. A. Whetten and K. S. Cameron [5]; O. Leonov and T. Leonova [8]).

Previous research indicates that educational and change-related initiatives often intensify organizational conflicts due to differences in knowledge levels, resistance to change, and communication failures (S. P. Robbins and T. A. Judge [4]; Ye. Rudnichenko, N. Havlovska, Ya. Zheminskyi, T. Katkova [10]). In the process of enhancing personnel financial literacy, various types of conflict situations may arise, caused by both individual psychological characteristics of employees and organizational conditions. The causes of conflicts are most often associated with the unevenness of the training level, differences in the perception of new financial instruments, resistance to change, and insufficient clarity of communications. The specifics of such conflicts manifest in emotional tension, decreased motivation, disruption of working interactions, and delays in the implementation of training activities. Typical behavioral models of employees in conflict

Table 1

Level of financial literacy of employees by key components (in points from 0 to 10)

Group of employees	Theoretical knowledge	Practical skills	Behavioral aspects	Average final level
Administrative staff	8.2	7.5	7.9	7.9
Sales specialists	7.4	8.1	7.6	7.7
Junior employees	5.9	5.4	6.1	5.8

Source: [3]

Table 2

Assessment of the effectiveness of internal communication channels in the organization (in points from 1 to 10)

Communication Channel	Intensity	Transparency	Accuracy of information transfer	Overall effectiveness rating
Email	8.1	7.4	7.9	7.8
Corporate Messenger	9.0	8.2	8.5	8.6
In-person Meetings	6.7	7.9	8.1	7.6
Online Meetings	7.4	7.1	7.6	7.4

Source: [11]

situations include avoiding participation in training, open resistance, passive-aggressive reactions, the tendency to shift responsibility onto colleagues, or attempts to dominate discussions. At the same time, some employees demonstrate constructive strategies, such as seeking mutual understanding and a readiness for dialogue when disagreements arise. Table 3 is presented to illustrate the most common types of conflicts arising in the process of enhancing financial literacy, as well as the frequency of their manifestation.

For the quantitative assessment of the relationship between communication processes and learning outcomes, a correlation analysis was conducted. The following variables were used: 1. Final level of financial literacy (average score across three components: theoretical knowledge, practical skills, behavioral aspects) by employee groups. 2. Overall assessment of internal communications effectiveness (average score across channels, weighted by the frequency of their use by each group). The analysis revealed the presence of a strong positive correlation (Pearson's coefficient $r = 0.92$) between the perceived effectiveness of communications and the final level of financial literacy across groups. This indicates that groups where employees rated internal communications as more transparent, intensive, and accurate also recorded higher learning outcomes. The most significant relationship is observed between the accuracy of information transmission and the level of theoretical knowledge ($r = 0.88$), as well as between the transparency of communications and the development of behavioral aspects ($r = 0.85$). This can be interpreted as follows: clear and unambiguous messages contribute to the correct understanding of complex financial concepts, while the openness and accessibility of information increase employee trust and their readiness to apply new knowledge in practice, thus changing their financial behavior (Table 4).

The data obtained confirm the hypothesis that the quality of business communication is a critical success

factor for financial literacy enhancement programs. To maximize the results of educational initiatives, organizations need to invest not only in the content of training but also in the development of communication infrastructure, eliminating identified barriers and adapting communication channels and style to the needs of different staff groups. The success of financial literacy programs directly depends on the organization's ability to constructively manage the conflicts that inevitably arise during the change process. Unresolved or suppressed conflicts lead to reduced engagement, increased resistance, and consequently, low absorption of knowledge and skills. Effective conflict management, however, transforms potential tension into energy for dialogue and solution-seeking, contributing to a deeper understanding of financial concepts and their practical application. In the context of financial education, several key conflict resolution methods are most applicable. The method of negotiations and constructive dialogue is effective for conflicts arising from differences in knowledge levels or perception of change, as it allows parties to jointly clarify information and find a common ground for understanding. Mediation involving a neutral party (such as an HR specialist or an external trainer) is useful for protracted role-based or communication conflicts. Arbitration (a manager's decision) is necessary in situations of open resistance or when a quick decision is required to continue the training process. Structuring the educational process (clear roles, stages, rules) acts as a preventive method, minimizing the emergence of role-based and communication ambiguities. Practice shows that integrative (collaborative) approaches, such as negotiations and mediation, provide the greatest long-term effectiveness. They not only resolve the specific disputed situation but also build trust, improve communication within the team, and create a basis for independent resolution of future disagreements. Authoritarian methods (arbitration, ignoring) may yield

Table 3

Main types of conflicts and their frequency

Type of conflict	Root Cause	Employee Behavior	Frequency of occurrence (%)
Conflict due to differences in knowledge	Significant differences in training between employees	Challenging tasks, dissatisfaction with role assignments	34
Conflict over perception of change	Fear of new financial instruments or digital solutions	Resistance, criticism of training methods	27
Communication conflict	Insufficient clarity or inconsistency of information	Misunderstandings, missteps, disputes	22
Role conflict	Unclear roles during training and change implementation	Shifting responsibility, disputes over areas of influence	10
Personal-psychological conflict	Incompatibility of temperaments and communication styles	Emotional reactions, hidden discontent	7

Source: [4]

Table 4

Correlation between financial literacy indicators and internal communications effectiveness

Group of employees	Final level of financial literacy (score)	Overall assessment of communication effectiveness (score)	Correlation coefficient (r) with the final level	The most influential aspect of communication
Administrative staff	7.9	8.1	0.94	Accuracy of information transfer
Sales specialists	7.7	7.9	0.89	Intensity of information exchange
Junior employees	5.8	6.3	0.91	Feedback

Source: [11]

a quick tactical result, but often lead to the accumulation of hidden dissatisfaction and decreased motivation for further learning. The choice of approach must be flexible and depend on the type of conflict, its participants, and the stage of the training program. For a systemic approach to learning management, an integrative model is proposed that links the processes of communication, conflict management, and financial literacy development into a single cycle. The model is preventive and cyclical, implying constant monitoring and adjustment. The conducted analysis allows summarizing the key findings. First, communication and conflict management are not background but central processes determining the effectiveness of financial education. Second, there is a direct and inverse relationship between the quality of communication, the level of conflict, and the final learning outcomes. Third, the most successful organizations apply not disparate tools, but a holistic strategy in which training, informing, and dispute resolution are coordinated.

The development of the integrated model is grounded in prior studies that highlight the interdependence between communication quality, conflict management approaches, and learning effectiveness within organizations (J. S. O'Rourke [2]; D. A. Whetten and K. S. Cameron [5]; OECD [3]). The holistic interaction scheme is built on the principle of trinity. Quality communication (transparent, two-way, adapted) serves as the foundation for preventing many conflicts and effective knowledge transfer. Proactive conflict management through dialogue and mediation clears communication channels and creates a psychologically safe environment for learning. This, in turn, directly increases the effectiveness of financial literacy development, which completes the cycle, as more literate employees participate in communication more consciously and constructively (Figure 1).

The model (Fig. 1) operates as an interconnected cycle in which effective communication reduces conflicts, constructive conflict management creates a favorable environment for learning, and increased financial literacy, in turn, improves the quality of communication. The central change management unit coordinates these processes, ensuring their continuous interaction and adaptation.

Conclusions. The study confirmed that the effectiveness of personnel financial literacy enhancement programs directly depends on the quality of internal business communication and the organization's ability to manage conflicts. A strong positive correlation was established between the perceived effectiveness of communication channels and the final level of financial knowledge acquisition. Conflicts arising during the training process are most often associated with differences in training levels, resistance to change, and insufficient clarity of communications. The most effective methods for their resolution are integrative approaches, such as negotiations and mediation, which not only resolve current disagreements but also build trust and improve long-term communication within the team. The developed integrative model demonstrates that systemic success is achieved only through the synchronous and interconnected management of three key processes – communication, conflicts, and learning – coordinated by a centralized change management unit. The practical significance of the work lies in providing organizations with specific recommendations for optimizing communication infrastructure, implementing flexible conflict resolution mechanisms, and creating a holistic personnel development strategy, which ultimately enhances the financial stability and adaptability of the enterprise.

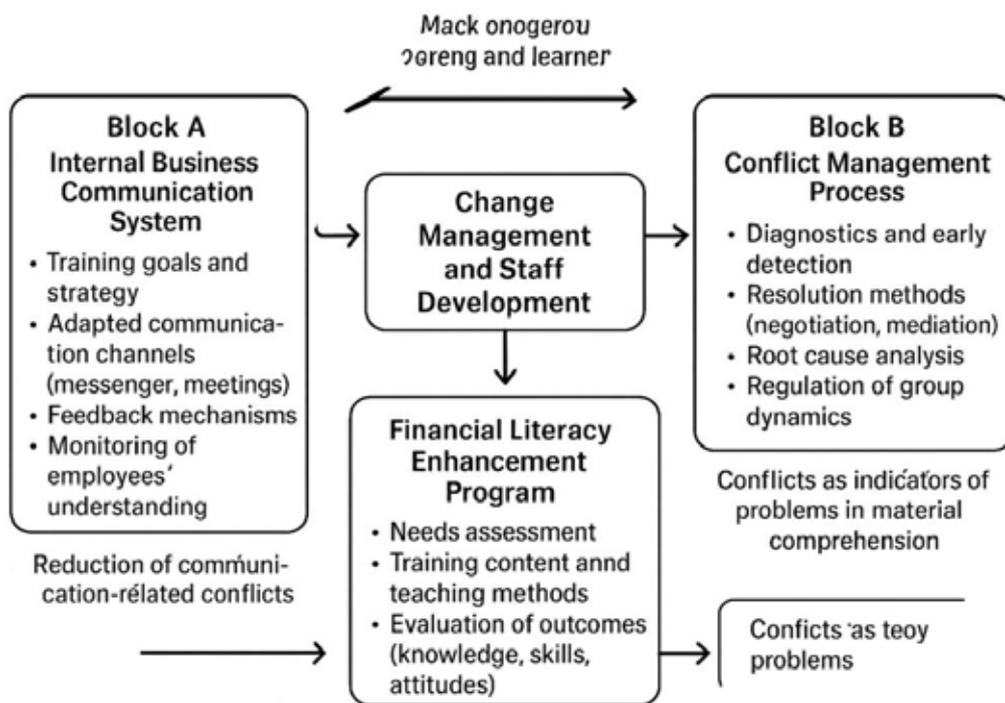


Figure 1. Integrated model of communication and conflict management in the process of improving the financial literacy of personnel

Source: developed by [2–5, 11]

References:

1. Goyal, K., & Kumar, S. (2021). Financial literacy: A systematic review and bibliometric analysis. *International Journal of Consumer Studies*, no. 45 (3), pp. 351–375. DOI: <https://doi.org/10.1111/ijcs.12623>
2. O'Rourke, J. S. (2021). *Management communication: Strategy and practice* (5th ed.). Routledge.
3. OECD. (2020). *OECD/INFE 2020 international survey of adult financial literacy*. OECD Publishing. DOI: <https://doi.org/10.1787/f6530664-en>
4. Robbins, S. P., & Judge, T. A. (2019). *Organizational behavior* (18th ed.). Pearson
5. Whetten, D. A., & Cameron, K. S. (2016). *Developing management skills* (9th ed.). Pearson.
6. Heienko, M., Rybina, L., & Huzenko, T. (2023). Finansova hramotnist ta profesiinyi rozvytok: kliuchovi komponenty stratehii rozvytku kadrovoho ta intelektualnoho potentsialu zakladamy vyshchoi osvity [Financial literacy and professional development: Key components of the strategy for developing human and intellectual capital in higher education institutions]. *Ekonomika ta suspilstvo*, is. 47. DOI: <https://doi.org/10.32782/2524-0072/2023-47-96>
7. Lavreniuk, V. V., & Lavreniuk, A. V. (2022). Pidvyshchennia finansovoi hramotnosti naselennia: zarubizhnyi dosvid [Improving financial literacy of the population: Foreign experience]. *Biznes Inform*, no. 1, pp. 59–67. DOI: <https://doi.org/10.32983/2222-4459-2022-1-59-67>
8. Leonov, O., & Leonova, T. (2023). Upravlinnia konfliktamy v systemi efektyvnoho upravlinnia orhanizatsii [Conflict management in the system of effective organizational management]. *Ekonomika ta suspilstvo*, is. 55. <https://doi.org/10.32782/2524-0072/2023-55-11>
9. Ptashchenko, L. O., & Kolinchuk, D. V. (2021). Aktualitety pidvyshchennia rivnia finansovoi hramotnosti ukraintsv u period rozvytku fintekhu [Current issues of improving the financial literacy of Ukrainians in the period of fintech development]. *Ekonomika i rehion*, no. 4 (83), pp. 92–99. DOI: [https://doi.org/10.26906/EiR.2021.4\(83\).2532](https://doi.org/10.26906/EiR.2021.4(83).2532)
10. Rudnichenko, Ye., Havlovska, N., Zheminskyi, Ya., & Katkova, T. (2025). Communication as a tool of conflict management in the business environment. *Development Service Industry Management*, is. 3, pp. 141–146. Available at: <https://elar.khmn.edu.ua/handle/123456789/19730>
11. Gallagher. (2023). *State of the Sector 2023: Internal Communications*. Gallagher Communication. Available at: <https://www.ajg.com/uk/news-and-insights/2023/may/state-of-the-sector-2023>

Література:

1. Goyal K., Kumar S. Financial literacy: A systematic review and bibliometric analysis. *International Journal of Consumer Studies*. 2021. Vol. 45, No. 3. P. 351–375. DOI: <https://doi.org/10.1111/ijcs.12623>
2. O'Rourke J. S. *Management communication: Strategy and practice*. 5th ed. Routledge, 2021.
3. OECD. *OECD/INFE 2020 international survey of adult financial literacy*. OECD Publishing, 2020. DOI: <https://doi.org/10.1787/f6530664-en>
4. Robbins S. P., Judge T. A. *Organizational behavior*. 18th ed. Pearson, 2019.
5. Whetten D. A., Cameron K. S. *Developing management skills*. 9th ed. Pearson, 2016.
6. Геєнко М., Рибіна Л., Гузенко Т. Фінансова грамотність та професійний розвиток: ключові компоненти стратегії розвитку кадрового та інтелектуального потенціалу закладами вищої освіти. *Економіка та суспільство*. 2023. Вип. 47. DOI: <https://doi.org/10.32782/2524-0072/2023-47-96>
7. Лавренюк В. В., Лавренюк А. В. Підвищення фінансової грамотності населення: зарубіжний досвід. *Бізнес Інформ*. 2022. № 1. С. 59–67. DOI: <https://doi.org/10.32983/2222-4459-2022-1-59-67>
8. Леонов О., Леонова Т. Управління конфліктами в системі ефективного управління організації. *Економіка та суспільство*. 2023. Вип. 55. <https://doi.org/10.32782/2524-0072/2023-55-11>
9. Птащенко Л. О., Колінчук Д. В. Актуалітети підвищення рівня фінансової грамотності українців у період розвитку фінтеху. *Економіка і регіон*. 2021. № 4 (83). С. 92–99. DOI: [https://doi.org/10.26906/EiR.2021.4\(83\).2532](https://doi.org/10.26906/EiR.2021.4(83).2532)
10. Rudnichenko Ye., Havlovska N., Zheminskyi Ya., Katkova T. Communication as a tool of conflict management in the business environment. *Development Service Industry Management*. 2025. Issue 3. P. 141–146. URL: <https://elar.khmn.edu.ua/handle/123456789/19730>
11. Gallagher. *State of the Sector 2023: Internal Communications*. Gallagher Communication, 2023. URL: <https://www.ajg.com/uk/news-and-insights/2023/may/state-of-the-sector-2023>

Стаття надійшла: 18.11.2025

Стаття прийнята: 02.12.2025

Стаття опублікована: 17.12.2025